DOCUMENT RESUME

ED 112 899 IR 002 610

AUTHOR Hodkin, Katherine Story
TITLE Differential Staffing Patterns with Job Analyses and Operational Procedures for Salt Lake City School District Media Centers.
INSTITUTION Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences.
PUB DATE Aug 75
NOTE 28p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Audiovisual Coordinators; *Differentiated Staffs; *Guidelines; *Instructional Materials Centers; *Job Analysis; *Media Specialists; Perscnnel Selection; School Libraries; Staff Role; Task Performance
IDENTIFIERS *Salt Lake City School District; School Media Centers; Utah

ABSTRACT

Duties of the staff of media centers in the Salt Lake City School District and an analysis of task performances by position are listed. Positions included are: (1) head of the school media center/school media specialist, (2) school media center technician, (3) school media center aide, and (4) student aides. Twenty general district operational procedures applicable to any media center are listed. A 32-item bibliography is included. (Author/DS)

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DIFFERENTIAL STAFFING PATTERNS WITH JOB ANALYSES AND OPERATIONAL PROCEDURES FOR SALT LAKE CITY SCHOOL DISTRICT MEDIA CENTERS

by

Katherine Story Hodkin

A Research Paper

Submitted to The

School of Library and Information Sciences

Brigham Young University

Provo, Utah

In Partial Fulfillment

of the Requirements of

L. I. S. 697

August 1975

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ABSTRACT

This study was a compilation of duties for differentially staffed media centers in the Salt Lake City School District. The task analyses were compiled from various sources. Also included were specific procedural statements focusing directly on operational procedures.

This study was prepared for incorporation into a larger tentative document to be presented to and considered by the Salt Lake City Board of Education for adoption as the district policy statement for school media centers.

ACKNOWLEDGMENTS

I wish to express my gratitude to Mr. Kenneth Neal, Specialist of Media Utilization, Utah State Board of Education, for his expression of the need for this study when he was with the Salt Lake City School District and for his support and encouragement of this project.

I also wish to thank my colleagues in the District for their input and suggestions.

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Chapter 1

PROBLEM STATEMENT

In the Salt Lake City School District no definitive policies which delineate the roles and functions of the school media center personnel have been established since the 1955 issue of The Library Handbook: A Manual of Policies and Procedures,[1] a work which sorely needed revision and updating. Accordingly, this study attempted to formulate a current and adequate job analyses and procedurals statement to be incorporated into district policy.

This study will be included as part of a larger proposed document to be presented to and considered by the Salt Lake City Board of Education for adoption as the district policy statement for school media centers. The overall proposal will include a general philosophy statement, a selection policy statement, and a right to read statement. A definition of the types of teaching for which the media coordinator is responsible and the conditions under which such teaching should be done will also be incorporated in the larger instrument. To be included also will be specific lesson plans for the teaching of library skills at each broad educational level.

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[1]Board of Education of Salt Lake City, The Library Handbook: A Manual of Policies and Procedures (Salt Lake City: Board of Education, 1955).

The literature treating policy statements and job analyses was reviewed and synthesized utilizing the background the author has had as a media specialist for the past five years.

Included in this author's study were concerns dealing with differential staffing patterns (a hierarchical ranking of position), the media coordinator's specific responsibilities in relation to information recovery, and the media specialist's support of the teaching staff in the individual school. Certain specific procedural statements concerning the opening and closing of the school libraries each year, student use of the center and the schedules for its use, the cataloging of non-print items, the processing of new materials received, the obtaining and utilizing of media in the school, and certain administrative and budgeting procedures were also included.

This study was not an attempt to create a practitioner's operational rule book. The author did not consider how to teach library skills, nor how to catalog non-print items. There are many publications available on the teaching of library skills, and the Utah State Board of Education has published a manual for the cataloging of non-print items. There was no attempt whatever to supersede any of these published "how-to-do-it" manuals. There was also no attempt to revise the 1955 Handbook of the Salt Lake City School District, since this was an attempt to create a new policy statement. This study was not primarily concerned with the technical functions of the media center personnel. However, some mention of operational procedures was necessary. These were included in Chapter 5.

Chapter 2

LITERATURE REVIEW

There was very little literature available focusing directly on policy statements for school libraries. There was a plethora of articles dealing with such platitudes as: the librarian's role in guidance, the library as an instructional materials center, the leadership role of the educational materials specialist, the role of the librarian in the teaching of reading, the media specialist as a force in curriculum improvement, and the library as the pulse of the school. Works of this kind, however, did not deal directly with the concerns of this paper.

Eunice H. Speer, writing in the Wilson Library Bulletin in 1950, made a plea for policy books in school libraries. She stated that the policy book gives direction for effective service and growth.[1]

Robert Lightfoot in 1961 wrote that a library "handbook" should contain pertinent information on the functions of 1) catalogs, 2) circulation rules, 3) faculty loans, 4) reserve books, 5) inter-library loans, 6) allocation of book budget, 7) procedures for ordering books, and 8) periodicals.[2]

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[1]Eunice H. Speer, "A Plea for Policy Books," Wilson Library Bulletin, 25 (November, 1950), 256.

[2]Robert M. Lightfoot, "On Issuing a Faculty Library Handbook," Wilson Library Bulletin, 36 (November, 1961), 234-6.

Some, but not all of these concerns, were treated in this study.

In 1967 the American Association of School Librarians (hereinafter AASL) requested in a classified advertisement in Library Journal that a copy of any school library guides, manuals, or handbooks be sent to AASL to update the AASL collection.[1] Since this date no mention has been made in the literature of this collection, its impact, or its use. However, for this study the bulk of this material was not useful.

The Granite School District of Salt Lake City in September of 1966 published the Elementary School Librarian's Handbook.[2] In 1969 the Montana State Department of Public Instruction published A Guide for Montana School Libraries.[3] Both of the aforementioned guides were comprehensive in that services, personnel, physical facilities, technical processes, selection and purchasing, and administration were included.

The customary attempt at a written "policy" in school libraries appeared to be simply a broad general philosophy statement of goals and objectives by the board of education along with a statement by the individual library covering

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[1]Library Journal, 92 (September 15, 1967), 3100.

[2]Granite School District, Elementary School Librarian's Handbook (Salt Lake City: Granite School District, 1966).

[3]Montana State Department of Public Instruction, A Guide for Montana School Libraries; A Manual of Basic Library Procedures for Montana Schools Developed by Montana Teachers and Librarians (Helena: Montana State Department of Public Instruction, 1969).

the censorship question and, in some instances, budgetary procedures.

In summary, what needs to be done is as Speer succinctly asserted:

> The policy book should record for one's successor the policies one has established in cataloging and classification; the aims one has for developing the book collection; the current achievements and the dreamed of developments of the library, with a statement of the accomplishments to date and the manner in which those accomplishments have been, and are to be, achieved. The policy book may be as simple or as detailed as the work of each school library warrants. That it should record the major decisions, however, is essential. The librarian who records her decisions in a well outlined manner assures herself that her labors will not have been futile, and she leaves behind a framework upon which the pattern she began can grow and produce a serviceable school department.[1]

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[1]Speer, op. cit., p. 256.

Chapter 3

METHODOLOGY

In view of the aforementioned scant literature concerning library administrative policy statements and the few models available, the task of designing a comprehensive policy book required the use of other sources. These sources became the basis for determining the roles, functions, and services of school media personnel. The corpus of literature from the writings of Erickson,[1] Brown and Norberg,[2] Kinder,[3] Dale,[4] the ALA/DAVI Standards,[5] and published instruments such as the Behavioral Requirements Analysis Checklist,[6] the NEA School Library Personnel Task Analysis Survey,[7]

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[1]Carlton W. H. Erickson, Administering Instructional Media Programs (New York: Macmillan, 1968).

[2]James W. Brown and Kenneth D. Norberg, Administering Educational Media (New York: McGraw-Hill, 1965).

[3]James Screngo Kinder, Using Instructional Media (New York: Van Nostrand, 1973).

[4]Edgar Dale, Audiovisual Methods in Teaching, (3d ed.; New York: Dryden Press, 1969).

[5]American Association of School Librarians and Department of Audiovisual Instruction, Standards for School Media Programs (Chicago and Washington, D. C.: American Library Association and National Education Association, 1969).

[6]Robert N. Case, Behavioral Requirements Analysis Checklist (Chicago: American Library Association, 1973).

[7]National Education Association, School Library Personnel Task Analysis Survey (Chicago: American Library Association, 1969).

Jetter's two studies "Recommended Roles for the School Library Media Specialist of the Future Arranged by Mean Scores"[1] and "A Study of the Roles of the School Library Media Specialist of the Future,"[2] and similar works were consulted. Also included were personal interviews and critiques of the proposed policy by district resource personnel for the purpose of strengthening the document and making it more relevant to the district situation.

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[1]Margaret Ann Jetter, "Recommended Roles for the School Library Media Specialist of the Future Arranged by Mean Scores," Futurism and School Media Development: Proceedings of the Higher Education Institute, Title II-b, August 11-17, 1974, eds. Marilyn L. Miller and Alida L. Geppert ([Kalamazoo]: Western Michigan University, 1975), pp. Appendix E-1-Appendix E-6.

[2]Margaret Ann Jetter, "A Study of the Roles of the School Library Media Specialist of the Future," Futurism and School Media Development: Proceedings of the Higher Education Institute, Title II-b, August 11-17, 1974, eds. Marilyn L. Miller and Alida L. Geppert ([Kalamazoo]: Western Michigan University, 1975), pp. Appendix E-6-Appendix E-10.

Chapter 4

JOB ANALYSES

"With emerging innovations in education, the school library is evolving from a print or book oriented center to a center concerned with various types of communication media. Thus, the duties and tasks of school librarians now involve both print and nonprint materials and the necessary equipment for their use."[1]

The following is an analysis of task performances by position/title in terms of main job responsibilities within the Salt Lake City School District based primarily on Occupational Definitions for School Library Media Personnel.[2] (For District organizational structure see Appendix.)

HEAD OF THE SCHOOL MEDIA CENTER/
SCHOOL MEDIA SPECIALIST

Professional Functions

The media specialist:

1. HAS the responsibility to plan, develop, and administer the total program of the school media center to accomplish the educational objectives of the school;

2. DEVELOPS the educational objectives and program

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[1]Glen Robinson, School Library Personnel Task Analysis Survey (Chicago: American Library Association, 1969), foreword.

[2]American Library Association, Occupational Definitions for School Library Media Personnel (Chicago: American Library Association, 1971). 8

of the school media center;

3. ASSESSES and evaluates the effectiveness and potentials of the media program and modifies the program to meet the present and changing needs of the educational objectives of the school;

4. AFTER consultation with staff, develops, proposes and justifies budget requests and plans for immediate and long-range needs;

5. CONCEPTUALIZES and communicates the contribution of the school media program to curriculum goals;

6. DEVELOPS policies and procedures for the optimum function of the school media center;

7. IS responsible for creating an environment conducive to learning and personal development;

8. PLANS and supervises the organization of materials, facilities, and equipment to assure optimum accessibility;

9. PLANS for the expansion of media services;

10. PARTICIPATES in planning and developing satellite centers within the school;

11. PLANS and contributes to in-service education programs for teachers and media center personnel relating to educational media evaluation and use;

12. PARTICIPATES in an active teaching role in the instructional program of the school through instruction in the effective use of media (both print and nonprint) and equipment;

13. INSTRUCTS and encourages students and teachers, both singly and in groups, to use materials, equipment, and production techniques effectively;

14. PARTICIPATES actively with teachers in curriculum planning, program development, and implementation; is a participating member of curriculum committees;

15. WORKS with faculty in recommending, evaluating, and selecting materials;

16. SERVES as liaison with administration, other school and district personnel, the community, producers and distributors of educational media and equipment, and professional organizations;

17. IMPLEMENTS an appropriate public relations program designed to communicate the philosophy and goals of the school media center to the students, faculty, administration, and community;

18. CONFERS with teachers and/or parents and/or counselors regarding individual students;

19. INFORMS faculty and administration of innovations, research, and current developments in the field of educational technology and trends in education;

20. PROVIDES general services - reference, answers inquiries; assists in locating resources, bibliographic data; organizes special collections and reserve collections;

21. PROVIDES reading, listening, and viewing guidance for students and teachers;

22. DEVELOPS media center staff procedural manual; develops media center handbook for teachers and students;

23. PLANS media center operations and maintenance;

24. CONDUCTS media center staff meetings;

25. SUPERVISES, trains, provides guidance and support, and evaluates center staff personnel performance;

26. DELEGATES duties and responsibilities to media center personnel and student aides;

27. INTERPRETS district administrative regulations and directives to media center staff;

28. DEVELOPS forms necessary for the operation of the media center;

29. ESTABLISHES circulation policies, procedures, and schedules for materials and equipment;

30. ESTABLISHES policies concerning maintenance of materials;

31. FORMULATES written selection policy for materials and determines gift acceptance policy in cooperation with faculty and administration;

32. EVALUATES existing collections to determine needs;

33. READS professional journals and review sources for selection of materials and equipment;

34. EVALUATES and selects print and nonprint materials and equipment;

35. CLASSIFIES, catalogs, and processes instructional materials for use and circulation;

36. WRITES reviews and annotations for materials; compiles review files for materials;

37. IS a specialist in instructional media;

38. HAS expertise in both print and nonprint materials and related equipment, incorporating evaluation, selection, classification, scheduling, and utilization to meet established criteria of the educational program;

39. MAY have additional specialization in organization of materials, media production and design, media technology, television;

40. DETERMINES rules of student conduct in the media center;

41. ASSUMES responsibilities for decisions concerning disciplinary actions;

42. REPORTS to designated authority;

43. ATTENDS and participates in meetings of professional organizations.

Clerical Functions

The media specialist:

1. PREPARES, adapts, maintains catalog cards, card catalogs, vertical files;

2. MAINTAINS circulation, inventory, accession records of materials and equipment;

3. IS responsible for inventorying materials and audiovisual equipment;

4. MAINTAINS files of selection aids for materials and equipment;

5. SEARCHES, verifies, prepares, assembles bibliographic data for ordering;

6. CHECKS for duplication of materials when ordering;

7. ORDERS and receives materials and equipment and verifies invoices and returns items sent in error;

8. SUBMITS reports to administration; compiles, tabulates, analyzes statistical data and reports;

9. DETERMINES, controls, orders, inventories, and maintains supplies;

10. SCHEDULES use of facilities;

11. DEVELOPS and assembles kits of instructional materials;

12. PROVIDES supplementary resources through the local production of materials and community resources;

13. DESIGNS and produces graphic, photographic, and audio-instructional materials and displays for teacher use; may also teach these skills to students;

14. MAY prepare and produce graphic, photographic, transparent, magnetic, and video materials for projection, display, publicity, and curricular needs;

15. MAINTAINS media center order - shelf reading, periodical organization and straightening.

SCHOOL MEDIA CENTER TECHNICIAN

Technical Functions

The media technician:

1. IS responsible for performing the technical functions unique to the successful operation of the school media center within the limits of delegated authority and responsibilities;

2. LOCATES readily accessible bibliographic data, answers ready reference questions, directs students and teachers to materials and equipment available;

3. DESIGNS, lays out, and produces graphic, photographic, and audio-instructional materials and

displays to conform to requests and instructions from teachers;

4. PREPARES and produces photographic, transparent, magnetic, audio, and video materials for projection, display, publicity, and curricular needs;

5. APPLIES principles and techniques of color, composition, design, and layout in developing and producing instructional materials;

6. PROVIDES technical guidance, assistance, and direction to planning, preparing, and producing media presentations;

7. EXPLAINS and teaches, in nontechnical language, the use of technical materials and equipment;

8. OPERATES and demonstrates a variety of audio-visual equipment and electronic devices as they are incorporated within the instructional program;

9. MAINTAINS and repairs instructional materials and equipment and adapts these to meet specific needs within the limits of normal capacity;

10. ADVISES regarding equipment replacement, runs tests, and draws up specifications for new equipment within his area of training and competence;

11. DEVELOPS specifications for supplies and equipment;

12. IS alert to new developments in the technical field and prepares recommendations for the improvement of the school media program;

13. MAY be specialized in other fields, such as: materials organization and control, materials reproduction and transmission, graphics design, photography, electronics, and computerized services;

14. TRAINS student aides.

Clerical Functions

The media technician:

1. ORDERS and receives materials and equipment and verifies invoices on approved requisitions;

2. COMPLETES ordering processes, maintains order records, inspects materials, and handles returns and credits;

3. MAINTAINS files of selection aids for materials and equipment;

4. MAINTAINS informational files and catalogs about characteristics of items, prices, delivery, and special features;

5. PREPARES catalogs and instructional materials for reference use and circulation;

6. UNDER supervision prepares and adapts catalog cards and maintains card catalogs;

7. ISSUES, receives, and recalls instructional materials;

8. IMPLEMENTS circulation policies and procedures;

9. ARRANGES for and schedules the preview and evaluation of materials and equipment;

10. INVENTORIES materials and equipment;

11. MAINTAINS circulation and inventory records.

SCHOOL MEDIA CENTER AIDE

Clerical Functions

The media aide:

1. PERFORMS clerical and secretarial functions related to the media center;

2. PERFORMS clerical skills required in such areas as: acquisitions; maintaining records; receiving and issuing materials; taking inventory; typing notices, requisitions, bilbiographies, correspondence;

3. OPERATES office machines and equipment;

4. SEARCHES, verifies, prepares, and assembles bibliographic data for ordering;

5. CHECKS for duplication of materials when ordering;

6. VERIFIES invoices with shipment and order and returns materials sent in error;

7. MAINTAINS card catalog, catalog cards, and vertical files;

8. INSPECTS materials for damage and repairs materials;

9. MAINTAINS circulation and inventory records;

10. ORGANIZES materials in accordance with established systems;

11. USES catalogs, indexes, and similar references to locate materials, equipment, individuals, organizations, and bilbiographic data;

12. SCHEDULES use of facilities;

13. DETERMINES, controls, orders, inventories, and maintains supplies;

14. INVENTORIES audiovisual equipment and print and nonprint materials;

15. MAINTAINS files of selection aids for materials and equipment;

16. MAINTAINS evaluation files of materials used by students and teachers;

17. MAY prepare and produce graphic, transparent, magnetic, video, and photographic materials for projection, display, publicity, and curricular needs;

18. MAINTAINS media center order - shelf reading, periodical organization and straightening.

STUDENT AIDES

Functions

The student aide:

1. ALPHABETIZES catalog cards for filing;

2. FILES catalog cards and shelf list cards above the rod;

3. SORTS, shelves, files print and nonprint materials, pamphlets, vertical file materials, signature cards, date due slips;

4. SETS up and operates audiovisual equipment;

5. DELIVERS and collects materials and equipment;

6. MAINTAINS media center order - shelf reading, periodical organization and straightening, puts current newspaper(s) on rods.

Where tasks were duplicated from position to position there will be a distribution in terms of complexity of the problem and/or the area of emphasis. The above job specification analyses were predicated on the assumption of a differentiation of personnel within a school media center. If there were none, then the media specialist would do or supervise all the tasks.

Chapter 5

GENERAL DISTRICT OPERATIONAL PROCEDURES

The following are general policies which are standard throughout the Salt Lake City School District. They are applicable to all school media centers:

1. The school media center is open from the first day of the school year through the last day of the school year. However, for control purposes materials may be recalled prior to the end of the school year.
2. Media center services are extended to all students, faculty, and administration.
3. A statement of library policy should be given to each faculty member at the beginning of the school year.
4. The media center shall be open a minimum of the hours school is in session.
5. At no time may the media center be so scheduled with classes as to prevent individual students from using the facilities.
6. When the media center is in use by total membership of a class the instructing classroom teacher must be present.
7. Scheduling of the use of the media center is handled by the individual school media coordinator.
8. Circulation policies are determined by the individual school media coordinator based upon the needs of the school community.
9. Any student in good standing is permitted to check out materials.
10. Students are required to pay for damage against or loss of materials and equipment.

11. A perpetual inventory shall be maintained. Inventory of materials may be taken at any time during the school year. The inventory need not be taken all at once. It may be a continuous process.

12. Budgetary information for each subsequent school year is provided each school media center by the district media center during the spring months.

13. Orders for materials are typed on district multiple copy requisition forms, signed by the individual school principal, and sent to the district media center for processing. A copy of the signed requisition is retained by the school media coordinator and attached to the copy of the district purchase order as confirmation of original order sent.

14. The district purchase orders for book materials are sent to the Utah State Library Commission for transmission to the jobber.

15. Nonprint materials are ordered by the media coordinator on district requisition forms with a covering district purchase order. The district purchases the materials from the publisher or producer and the school media center receives the materials directly from the producer.

16. The Utah State Library Commission catalogs all book orders received from jobbers.

17. Cataloging of nonprint and nonbook materials is done by the individual media coordinator in the individual school.

18. Nonprint materials are cataloged according to the Utah State Board of Education manual.

19. Upon receipt of materials a copy of the district purchase order and/or the packing slip or invoice and/or the Utah State Library Commission computer printout for books shipped is signed with the media coordinator's <u>full</u> name and date of receipt and sent to accounts payable at the district office.

20. Questions, media center policies and procedures, organizational problems, and supervisory requests are handled by the person responsible for the district media center.

Chapter 6

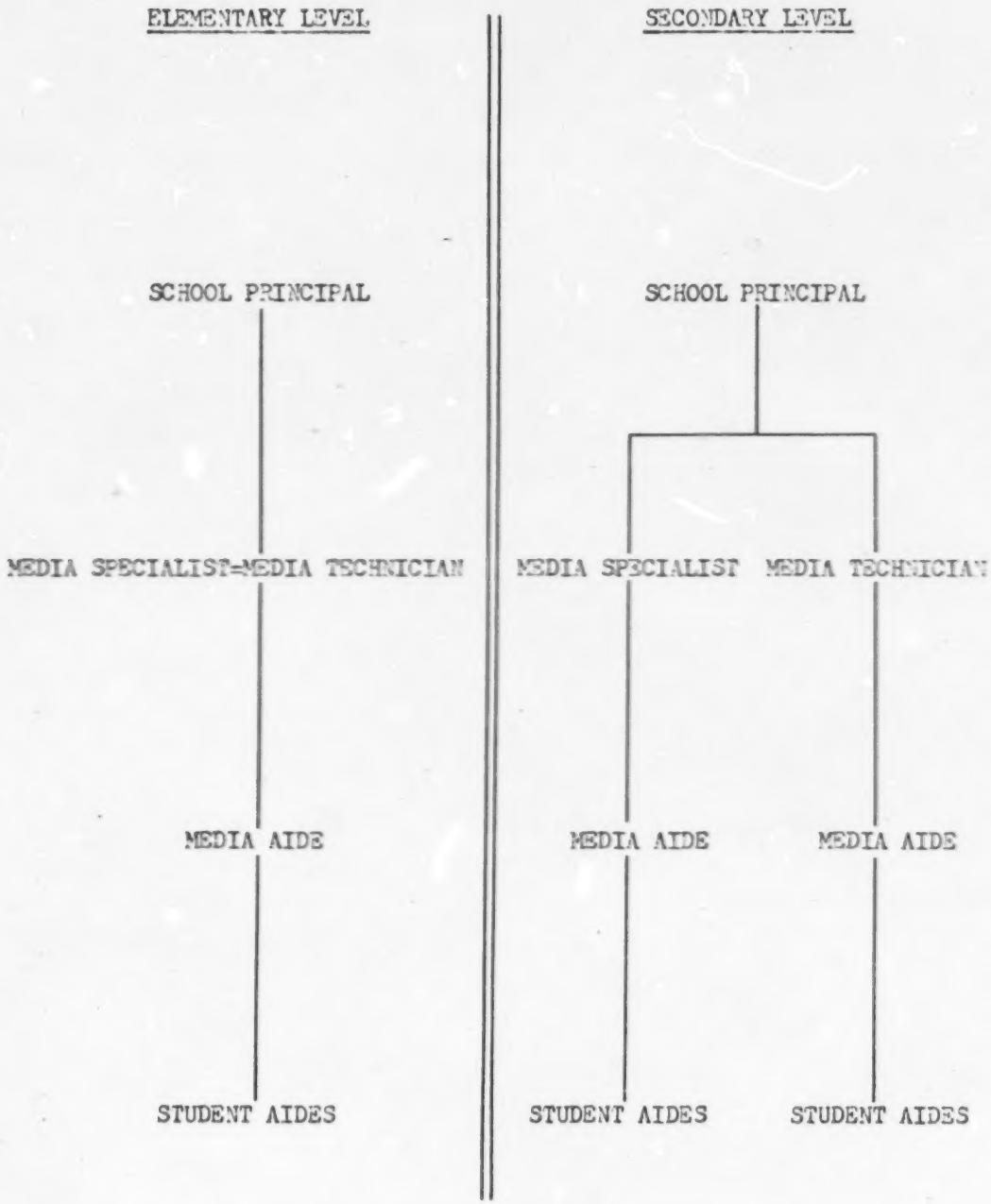
SUMMARY

Summary analyses were not appropriate to this work because 1) this study was part of a larger document which is to be proposed for consideration as the comprehensive district policy statement, and 2) a summary of specific district procedures is not meaningful for direct transfer to any other district.

However, this study was of value because other districts can make adaptations of the job analyses which are pertinent to their particular situation. In addition, the general operational procedures could serve as a guide and starting point for other districts undertaking to establish new or restructure existing procedures and general policies.

APPENDIX

DISTRICT ORGANIZATIONAL STRUCTURE



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